

**Texas Education Agency  
Standard Application System (SAS)**

**2014-2016 Technology Lending Program Grant**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant period:</b>	October 1, 2014, to August 31, 2016	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">             Received Texas Education Agency           </div> <div style="margin-left: 10px;">             Place date stamp here.  <div style="border: 1px solid black; padding: 5px; display: inline-block;">               2014 MAY 13 PM 1:57             </div> </div> </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, May 13, 2014	
<b>Submittal information:</b>	<b>Four</b> complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">             Document Control Center, Division of Grants Administration              Texas Education Agency              1701 North Congress Ave              Austin TX 78701-1494           </div>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Lubbock-Cooper ISD	152-906	Middle School 152906-041 South 152906-101 North 152906-103 Central 152906-105	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
75-1360736	17	19	100671486

Mailing address	City	State	ZIP Code
16302 Loop 493	Lubbock	TX	79423-7805

**7805**

First name	M.I.	Last name	Title
Gary	L	Frye	Homeless Liaison / Grant Writer
Telephone #	Email address		FAX #
806-863-7145	glfrye@lcisd.net		806-863-2397

**Secondary Contact**

First name	M.I.	Last name	Title
Pat		Henderson	Superintendent
Telephone #	Email address		FAX #
806-863-7100 x 1000	path@lcisd.net		806-863-3130

**Part 2: Certification and Incorporation**

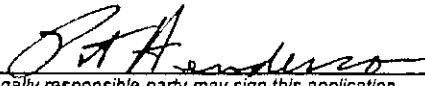
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Pat		Henderson	Superintendent
Telephone #	Email address		FAX #
806-863-7100 x 1000	path@lcisd.net		806-863-3130

Signature (blue ink preferred)

Date signed



05/12/2014

701-14-107-166

Only the legally responsible party may sign this application.

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

<b>X</b>	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 <sup>st</sup> year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Lubbock-Cooper ISD (LCISD) is linking the 2014-2016 Technology Lending Program Grant (TLP) to the i3 (Investing In Innovation) consortium grant proposal that we have submitted to the U.S. Department of Education. The school districts of LCISD (fiscal agent), Brownfield ISD (BISD), La Feria ISD (LFISD), Lamesa ISD (LaISD), Levelland ISD (LeISD), Meridian ISD (MISD), and Pawnee ISD (PISD) are the members of this consortium. The 21st Century Community Learning Centers (21CCLC) program provides the initial local framework for our Evidence of Promise for the i3 grant proposal and is being extended to the TLP programs. The 21CCLC framework provides extended learning time, systems for engaging parents/families, the effective use of technology, methods for improving academic outcomes for at-risk students along with improving low-performing schools, general STEAM (Science, Technology, Engineering, Art, and Math) programs, and positive life-choices for parents and students. From a presentation concerning the effects of the LCISD ran and/or developed 21CCLC grants; Hammon (2009) showed that the public & charter schools in the funded 21CCLC programs were having their local needs met in a manner that resulted in a general raising of TAKS scores (state high stakes tests at the time), class grades, increased attendance, and lowering of discipline problems for students at the 19 public and 4 charter schools in these grants. From the schools integrating the 21CCLC results into their Campus and District Improvement Planning (CIP/DIP) efforts and the linking of these schools for this TLP proposal with UDL (Universal Design for Learning) and BYOD (Bring Your Own Device) concepts. Additionally, when these concepts are aligned to RTI (Response To Intervention) model that TEA has as a state standard for addressing special students needs we can meet Tier II and III interventional needs of this sub-population with the effective use of technology (Wexler, 2011). Last, we will develop and implement a "Flipped Classroom Model" (Bergmann and Sams, 2012) within the STEM (Science, Technology, Engineering, & Math and when add Art moving towards STEAM that involves more student populations) core content areas. The Flipped Classroom with UDL/BYOD/RTI systems will allow the instructional staff and the students to increase their understanding of the effective use of technology, to become active life-long learners who have ownership of their ongoing academic and career skills building. This provides a real world rationale for having a lending technology program that meets the goals of this grant and the CIP/DIP goals of each of the schools to extend student learning through the effective use of technology.

Wise and Schwartzbeck (2013) stated that "technology makes learning available 24/7" that when taken with UDL/BYOD promotes life-long learning. UDL/BYOD concepts (Dalton & Smith, 2013; Hall, Meyer, & Rose, 2012; Roschelle, Courey, Patton, & Murray, 2013; and Tegmark-Chita, Gravel, Serpa, Domings, & Rose, 2012) that use 'smart devices' to provide 24/7/365 access to learning materials again promoting life-long learning. This aligns with the historical concepts of learning styles of Dunn and Dunn (1990) that having multi-methods of instruction through many modalities allow for each student's best method of receiving instruction to be done. The Flipped Classroom system will allow the students to have more ownership of their learning because they will see how they are in control of their learning - no long can they just "sit and get" from the teacher's lectures but they must actively engage in learning (Bergmann and Sams, 2012; Flay, 2010; Oakes and Lane, 2011; Oakes, Lane, Cox, Magrane, Jenkins, and Hankins, 2012; and Lewis, DuBois, Bavarian, Acock, Silverthorn, Day, Ji, Vuchinich, and Flay, 2013). The use of Flipped Classroom with RTI systems will allow all students to benefit from technology because with the extra equipment to allow all student effective access at home the instructional staff can move to extend the day to more effectively use technology to meet all student's academic needs.

The joining of the i3 and TLP programs with each school's CIP/DIP allows us to meet the goals of this grant. The curriculum is being redesign to incorporate new technology and electronic instructional materials to allow for the Flipping of the Classroom. This system provides the framework for classroom instructional strategies that include student devices for learning at school and at home. Each of the schools have policies to address the use of technology to support school and home use with student handbooks and the TLP Usage Contract that gives the students, their parents, and the staff systems for the use of the technology. The increased access to hardware will allow the staff to use electronic instructional materials in lieu of traditional print instructional materials because all students in a classroom will have access to the correct hardware. Each campus' CIP and the DIP will help us have coordinated professional development goals and activities that incorporate the use of technology for instruction and learning opportunities. The funding of the TLP proposal will allow the school to have hardware with access to Internet wireless cards for check-out. All of these items will allow each of the schools to meet the goals of the TLP grant while the linkage to the i3, 21CCLC, and other grant programs will promote the sustainability of the TLP program beyond any one grant's funding. This will help the schools extend the technology plans items focused on implementation of electronic instructional materials to better integrate the use of hardware, software, and staff development into the ongoing CIP/DIP so that student's

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

academic needs are more effectively met.

The basic plan for the TLP program is to purchase laptop platforms that have USB ports. This is so Internet wireless cards can be used to provide Internet access to students when they do not have access at their homes. This system was selected because the USB card can only be used by a single machine and web-site access can be tracked. This will allow LCISD to monitor the web-access in accordance with the Child Protective Act. The laptop/tablet platform will be lent to the students after the student and parent have received initial training on the equipment and signed the Lending Acceptable Use Contract. The platforms will have insurance that protects the families and the school from breakage. The standard software used for educational purposes is included. This allows the students to be able to use the technology to extend their academic instruction. For students who have home access we are purchasing Flash-drives so that they will have a method to transport information between the machines.

The LCISD staff have received ongoing IT-based staff development as a part of the CIP/DIP staff development system. Additionally, the staff will receive training on the Flipping the Classroom model. LCISD will use Flip Your Classroom Reach Every Student in Every Class Every Day By Jonathan Bergmann and Aaron Sams (2012) as the basic model for this method <http://www.iste.org/store/product?ID=2285>. A flipped class is one that inverts the typical cycle of content acquisition and application so that students gain necessary knowledge before class, and instructors guide students to actively and interactively clarify and apply that knowledge during class.

[http://ctl.utexas.edu/teaching/flipping\\_a\\_class/what\\_is\\_flipped](http://ctl.utexas.edu/teaching/flipping_a_class/what_is_flipped). This system allows the students to have a real world reason for using the lent technology at their home. **Students learn more deeply.** As a result of students taking responsibility, interacting meaningfully and often with their instructor and peers, and getting and giving frequent feedback, they acquire a deeper understanding of the content and how to use it. **Students are more active participants in learning.** The student role shifts from passive recipient to active constructor of knowledge, giving them opportunities to practice using the intellectual tools of the discipline. **Interaction increases and students learn from one another.** Students work together applying course concepts with guidance from the instructor. This increased interaction helps to create a learning community that encourages them to build knowledge together inside and outside the classroom. **Instructors and students get more feedback.** With more opportunities for students to apply their knowledge and therefore demonstrate their ability to use it, gaps in their understanding become visible to both themselves and the instructor. The i3 grant uses this same system and if funded will be leveraged to provide greater access for students and training of staff.

The CIP/DIP of each of the schools aligned and lead to developing a consortium i3 grant proposal that is currently under review by the U.S. Department of Education. This proposal aligns to most of the TLP grant goals. The ISDs of the consortium are developing proposals for this grant and/or have received this grant in the first cycle. The supply of technology to those students who do not have home access will allow each of the schools to extend the Flipped Classroom model. At LCISD all of the campuses that are qualified to be in the TLP grant are included in this proposal so no prioritizing is required. The current desire of LCISD's instructional staff to move to a Flipped Classroom Model is the basis for the alignment with current curriculum, instruction, and classroom management policies. The Flip is currently being done by the Math and Science teachers. Having this proposal funded will allow similar instructional methods to be extended to all the core content areas. LCISD technology department currently supports staff development for all LCISD on the effective use of technology. The Flipped Classroom Model extension will be present in August as a part of the standard staff development. Further, a Professional Learning Community (PLC) group on Flipping will be created so that staff can share successes, concerns, and model lessons. The PLC will help all teachers be able to effectively use this system to provide student with a real world reason to use the lent technology at their homes. LCISD currently has a fiber backbone with multi-wireless nodes on all of its campuses; this allows for multi-wireless devices to be connected. Through e-rate, a bond election, and local funding LCISD is upgrading its infrastructure to support additional band-width and switching. This will allow hundreds of platforms to be connected at the same time on each of our campuses. Each of the campuses has a Campus Technology Specialist who is the lead person to assure that teachers and students can effectively use their technology in the UDL/BYOD format and will be the point of contact for the lending of equipment. Each of these Campus Technology Specialists has the support of the district technology staff. LCISD is developing a Lending Agreement and family training program. The contract will outline the roles and responsibilities of the student, parents, and staff. The use of the technology will be tied to the Technology Applications TEKS and the students will demonstrate a grade level mastery of the Digital Citizenship strand of these TEKS before they can check out platforms. LCISD will provide TEA with all the required performance measures established in the TLP grant program.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 11,893	\$ 0	\$ 11,893	
Schedule #9	Supplies and Materials (6300)	6300	\$ 73,293	\$ 0	\$ 73,293	
Schedule #10	Other Operating Costs (6400)	6400	\$ 3,000	\$ 0	\$ 3,000	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$ 9,629	\$ 0	\$ 9,629	
Total direct costs:			\$ 97,815	\$ 0	\$ 97,815	
2.300 % indirect costs (see note):			N/A	\$ 2,185	\$ 2,185	
Grand total of budgeted costs (add all entries in each column):			\$ 97,815	\$ 2,185	\$ 100,000	

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$ 100,0000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$ 15,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	20 wireless cards and monthly Internet service w/e-rate discount	<input type="checkbox"/>	\$ 7,000
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$ 7,000

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

Specify topic/purpose/service: Wireless Cards with Internet service		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:		
<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
1	Contractor's payroll costs      # of positions:	\$
Contractor's subgrants, subcontracts, subcontracted services		\$
Contractor's supplies and materials wireless cards \$19.95 @ 20 for 4 per campus		\$
Contractor's other operating costs monthly e-rate discount rate for services		\$
Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$

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**Schedule #8—Professional and Contracted Services (6200)**

County-District Number or Vendor ID: 152-906

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$ 7,000	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$ 4,893	
(Sum of lines a, b, c, and d) Grand total		\$11,893	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 152-906

Amendment number (for amendments only):

**Expense Item Description**

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					<b>Grant Amount Budgeted</b>		
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies				
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:				
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:				
6399	<b>Technology Hardware—Not Capitalized</b>						<b>Grant Amount Budgeted</b>	
	<b>#</b>	<b>Type</b>	<b>Purpose</b>	<b>Quantity</b>	<b>Unit Cost</b>			
	1	USB Flash drives	To allow students w/IT at home to move files and staff to share information	300	\$9.67	\$66,293		
	2	laptops	To provide lending and school use platforms and 3yr repair coverage	100	\$633.92			
	3				\$			
	4				\$			
	5				\$			
6399	Technology software—Not capitalized					\$		
6399	Supplies and materials associated with advisory council or committee					\$		
Subtotal supplies and materials requiring specific approval:						\$		
Remaining 6300—Supplies and materials that do not require specific approval:						\$7,000		
<b>Grand total:</b>						<b>\$ 73,293</b>		

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 152-906		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$3,000
<b>Grand total:</b>			<b>\$3,000</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 152-906

Amendment number (for amendments only):

**15XX is only for use by charter schools sponsored by a nonprofit organization.**

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX/15XX—Technology hardware, capitalized</b>				
2	20 unit laptop carts	5	\$ 1,925.77	\$ 9,629
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX/15XX—Technology software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>				
29				\$
<b>Grand total:</b>				<b>\$ 9,629</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment:** 4,626

Category	Number	Percentage	Category	Percentage
African American	77	N/A	Attendance rate	97.4%
Hispanic	1,503	N/A	Annual dropout rate (Gr 9-12)	0.0%
White	2,839	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	70	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	1,592	35.3%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	123	2.7%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	41	0.9%	Average ACT score (number value, not a percentage)	N/A

**Comments**

The STAAR Percent Met or Exceed Progress for all grades shows a drop in the percentage of students achieving this level - **Reading** 64%, **Math** 65%, and **Writing** 48% versus what we were able to obtain on the TAKS testing. This demonstrates that LCISD must increase the rigor of our staff development to meet the higher standards of the STAAR assessment. Further, student sub-groups show that there is a gap between our Hispanic (H) and White (W) students that must be closed along with providing additional knowledge of how to increase Special Education (SpE) and Economically Disadvantage (ED) populations. Examples are students requiring accelerated instruction: **5th grade - Reading** 22%H vs 7%W & SpE 33%, ED 22%, **Math** 22%H vs 11%W & SpE 60%, ED 26%; **8th grade - Reading** 24%H vs 7%W & SpE 41%, ED 23%, **Math** 20% vs 8%W & SpE 41%, ED 17%. These data confirm the TLP (from EEIP and other proposals) needs of more staff development concerning Tier II & III methods because these methods can address closing population sub-group gaps and meeting the need of special population students that will be done with non-TLP grant funds. Students meeting TAKS 2011 standards for all test was 83.0% with commended performance at 9.0%. LCISD had 84.3% of its students taking the SAT - 1001 average score - or ACT - 21.2 average score.

**Part 2: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	188	427	395	391	377	383	374	372	331	334	313	259	258	224	4,626
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	188	427	395	391	377	383	374	372	331	334	313	259	258	224	4,626

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LCISD has a yearly process to update the Campus Improvement Plan (CIP) that each year each campus conducts an evaluation of the effects of the current curriculum, staff development training, and related materials purchased over the year in terms of student academic and other outcomes. The system allows all campus staff to have input into the CIP which drives local funding allocation of campus/district funds. This will allow the successful staff development and related items from the TLP (Technology Lending Program) program to be sustained beyond this grant's funding because the program items will be integrated into the CIP at this initial level. When the campus staff finishes providing the initial information concerning the year that is ending, the CIP Committee (composed of campus staff, campus administration, and parents) assimilates information to update the CIP. This system allows all the stakeholders to voice their concerns, what they see as needs, and how they would improve the education of the students on the campus by modifying, adding, and/or eliminating programs. When the CIP process is finished, each campus provides its updated CIP to the District Improvement Plan (DIP) committee that has a similar make-up of stakeholders to update the DIP so that the focus across all the campuses of the district is focused on developing College and Career Ready students who have the social/emotional support to be successful.

Within this standard improvement system, because of LCISD's focus on a Program of Grant Writing instead of Writing a Grant for a Program, we have in the 2013/14 school year surveyed the staff, parents, students, and community members for several other grant programs. Example of these grant surveys were for the 21st Century Community Learning Centers, Innovation In Instruction (i3), Race to the Top - District, Texas Homeless Services Program, Educator Excellence Innovation Program, etc. While some of these were multi-district programs, the general needs voiced were similar to LCISD's specific needs. In these surveys several themes of needs were determined. The families wanted increase instruction time with help on homework along with programs that help them understand obtaining financial aid for their children to go on to trade, community college, and/or university levels of education. Some of the families expressed a need for technology in their homes. The staff wanted increased access to technology and methods how to integrate it into daily lesson along with content specific staff development. For the TLP proposal we integrated these data into the design to take the CIP/DIP results, other grant surveys, and the specific goals of this grant to determine the staff development issues for the instructional, administration, and support staff. LCISD to promote the goals of developing a culture of Life-long learning where all staff understood the role that they could have in improving outcomes for our students used these results to create the framework of the TLP program. In the TLP grant, because of the staff development aspects are not allowable funding activities, will be provided by local and other grant funds. The needs related to the "normal" staff development items were as follows in training topics: 53.9% increased general professional development, 45.3% effective use of software, 43.7% integration of technology into daily lessons, and 28.9% classroom management. 53.9% of the teachers expressed interest in obtaining content or similar Masters degree. 74.3% instructional staff stated they want professional development focused on grade level or content area along with 39.1% wanting vertical teaming and 38.1% accessing Professional Learning Communities (PLC). 66.9% of teacher stated they would be willing to post Exemplar lessons to build a pool of examples for On-Demand professional development related to effective instruction that will allow a library of effective method of using technology in the home to be developed. 82.1% of these staff stated they would be willing to join PLC's along with identifying areas that they felt they had skills to help develop these PLC's. They stated their areas of needs as: 41.1% effective use of web-site to link w/parents, 28.9% effective Tier II & III instruction, 28.1% Special populations Instruction, 26.5% use of student data to drive instruction, and 21.3% effective use of classroom centers. These data use used to design the various parts of our overall TLP staff development programs even though the grant cannot fund any of these activities.

An informal survey of students showed approximately 17% across all grade levels did not have ready access to technology at their homes. (When funded an exact count will be determine and a ranking system based on student needs created.) While we will not be able to provide every student with home-based 24/7/365 access we have discussed with campus administration and department heads a system where on rotating basis teacher could have access to the lending platforms to allow home-based technology lessons to be done. This will allow the goals of the TLP grant to be met while helping the staff/students understand how to leverage current equipment in the most effective manner. The 21CCLC campuses will extend the lending items with the iPads and laptops purchased with this other grant's funds. If fund, the i3 grant program will also provide platforms and other resources that will be linked to the TLP grant.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<i>The following need were defined by all staff in the surveys and combined into themes</i> Using technology in more effective manner to provide staff training and linkage with families of our students	The TLP grant will provide additional technology and support to create a framework for sending technology home with the students to extend the regular instruction and engaging the parents as their child's first teacher (Paredes, 2010) so that the needs of the student/families and staff are jointly met.
2.	Effective Tier II & III program designed to provide effective RTI to our students while giving the instructional staff the skills sets to engage in these best practices of Differentiated Instruction	The TLP grant will provide the Universal Design for Learning (UDL - Gay, 2000, Jordan, Orozco, and Averett, 2002, RMC Research Corporation, 2002, and Coffield, Moseley, Hall, and Ecclestone, 2004) has been found to be an effective method to integrate technology with content pedagogical items to better meet staff/student needs. The staff members will work to vertically align content areas activities while determining methods across the core content areas system of integration.
3.	Effective special populations programs	The basic RTI system will be used to provide the staff with additional curriculum pedagogical training (Study Island, READ180, etc.) that will allow better understanding of how to meet the special population student academic & social/emotional needs. The curriculum training will allow for general instructional to gain these skills for these populations of students. (Benson, Scales, and Roehlkepartain, 2011)
4.	Effective use of and understanding how to use student data to drive instruction	The staff at LCISD will be trained on the use of LCISD's current student data reporting methods and various curriculum assessments to use these student data to drive instruction and determining their student's need for differentiated instruction based on a Flipped Classroom model. (Cronin, Dahlin, Durant, and Xiang, 2010)
5.	Methods for the creation of effective classroom learning centers	The LCISD other staff members who have curriculum roles will provide development training and examples of operational classroom center based on the curriculum pedagogical resources of LCISD. This will both reinforce instructional lessons while providing remediation (RTI-type) and acceleration (GT-type) programs for the students. These items will be classroom specific and designed to meet student needs. The staff development aspect will be to promote teachers having the tools to leverage their time by having activities to engage sub-sets of students that are extended to home-based instruction to use the lent technology equipment. (Zhu, Kaplan, Dershimer, and Bergom 2011)

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**Schedule #14—Management Plan**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project coordinator	Dr. Frye, at no cost to this grant, will perform this role as the Homeless Liaison / Grant Writer for LCISD. He holds 14 teaching and 4 professional certifications from TEA. He has managed over \$45 million in grant without audit exceptions. He is the Executive Director of the Llano Estacado Rural Communities Foundation that is used by the ISDs and other consortium members to raise sustainability funding for grant begun programs.
2.	Coordinator of Instructional Technology	Ms. Mayo, at no cost to this grant, will perform the staff development role as a part of her current position at LCISD. She holds 1 teaching certification from TEA and currently working on her Masters in Instructional Media. She has preformed this role at LCISD for 4 years.
3.	Grant Accounting	Ms. Hutchison, at no cost to this grant, will perform the accounting role for this grant. She holds 3 teaching certifications from TEA, been a school district business manager for 3 years, and the current grant accountant for LCISD.
4.	Director of Technology	Ms. Fewin, at no cost to this grant, will integrate the lending program into the overall technology plan at LCISD as a part of her current role at LCISD. She holds 2 teaching and 1 professional certifications from TEA. She has preformed this role at LCISD for 3 years.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Purchasing of the technology platform(s) to be lent to the students	1. Pre-award - three quotes obtained along with suggestions for the configuration of the platforms	05/01/2014	15 days after award of funding
		2. Vendor selected and contract awarded	10 days after award of funding	10 days after funds can be spent, PO issued
		3. Platform(s) received and integrated into CIP/DIP along with technology plan	10 days after funds can be spent, PO issued	Platform(s) in the hands of students and teachers
2.	Ongoing data evaluation done to improve the TLP program	1. TLP overall evaluation system created	10/01/2014	08/31/2016
		2. Ongoing evaluations with multi-measures being done	10/30/2014	05/30/2016
		3. TLP evaluation data provided to stakeholders	01/06/2015	08/31/2016
		4. TLP data integrated into the CIP/DIP	05/15/2015	08/31/2016
		5. Staff have access to the evaluation data	01/06/2015	05/30/2016
3.	Integration of the platform(s) into the lessons of teachers	1. The teachers of the core content areas integrate the use of Flipped Classroom concept	10/15/2014	05/30/2016
		2. The students become proficient at using technology in a home setting to extend their learning	11/15/2014	05/30/2016
4.	Determining student outcomes based on the Flipped Classroom model	1. Core content teachers have one unit per six-weeks that uses the lent technology	11/1/2014	05/15/2016
		2. Teachers gather formal and informal data to determine the success of the use of technology in the home	11/25/2014	05/30/2016
		3. Teacher's lesson plans reflex the greater integration of technology into the overall instruction of students	12/01/2014	05/20/2016

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TLP program will be integrated into the CIP/DIP evaluation process and the Development Office system of specific grant evaluation. The CIP/DIP provides the summative evaluation of yearly effects of the program and provides modifications for the longer time scale. Also the CIP/DIP establish to needs of the campus/district and are use to assign resources. This will assure that the culture of the campuses and district are changed and the successful parts of the program can be maintained.

The Development Office system developed over the past 16 years for \$45 million in funded grants is the formative evaluation process that is designed to make day-to-day changes to a program to assure that the proposal deliverables are met. This is why LCISD had access to several surveys that provided general needs and used this information to develop the TLP specific surveys that uncovered the needs that are being addressed. The Development Office system additionally provide a range of data based on Skyward information in a 3/6-weeks manner that allows more timely tracking of effects. An example from the funded 21st Century Community Learning Centers (21CCLC) grant is that all students attending the afterschool program have their grades, attendance, and discipline referrals given to the staff. This allows specific student needs to be determined in a timely manner. We linked these data to the TEXSHEP Homeless Education grant so that homeless student attendance in this program and these data are provided for this sub-set of students. This has allowed us to recommend homeless students attend the 21CCLC when they are having academic or other issues. The results for this sub-set of students is that over the last 6 year 100% of the homeless seniors have graduated and only 2 students have not been promoted to the next grade. This example of the linkage of programs at LCISD has helped us better meet the needs of our students and their families.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LCISD through the Llano Estacado Rural Communities Foundation and the Development Office has a Program of Grant Writing versus Writing a Grant for a Program. Gary Lee Frye, Ed.D., GPC is LCISD's Homeless Coordinator / Grant Writer and the Executive Director of the foundation. He has establish consortium of schools and other partners to meet a wide-range of community, staff, student, family and other stakeholder needs. He holds 14 teaching and 4 professional certification from TEA that him to teach all required courses prek-12 along with Special Education and English as Second Language sub-population and except for the superintendent role all other administrative positions. This gives him the understanding of the TLP program that is both board and deep so that he can seek non-traditional funding sources. The TLP staff development training, funded from local and other grant sources, will allow our staff members to see new methods of effective instruction that uses the Flipped Classroom model. Since we will encourage our staff to present and publish on the benefits that they see for instruction by having technology in the homes of students, we believe that we will increase the knowledge in the field of developing effective staff development programs from a more real world standard that other can implement in their classrooms. This will increase the value to Texas education beyond LCISD because we will have both a non-traditional funding framework that we will share with other schools but a framework designed by effective classroom teachers that other teachers can implement after see the Exemplary web-post lesson for little cost since they will be able to view our web-site. The plan is to further have semester-end and year-end celebrations of our TLP successes this will allow all staff to see that what we are doing is having a real impact on our student through the growth in skills of our staff.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	The TLP staff will work with the campus administrators, teachers, and CIP/DIP teams to obtain good data	1.	By the end of the first semester we will have template for the system of evaluation for staff develop and its effects on students
		2.	The system of evaluation will be done bi-weekly by TLP team meeting initially.
2.	We will collect a wide-range of information that will provide data on effectiveness of the program	1.	Staff development on collection and use of data done in the TLP program
		2.	Curriculum pedagogical data obtained and used to inform continuing efforts
		3.	Skyward data used to provide overall objective measure of effects of TLP
		4.	General LCISD CIP/DIP data gather integrated into the TLP program
3.	Central Office staff provide the assessment of effects of the TLP programs and extends this to all the staff at LCISD	1.	Teachers demonstrate they are using the data to drive their instruction
		2.	The LCISD staff trains in our standard professional development all staff in these methods of using data to drive teaching and professional growth
		3.	The effective TLP programs are integrated into the CIP/DIP
4.	The data collected will be evaluation in on going manner to assure rigor and effectiveness	1.	LCISD staff with campus/district staff will regularly meet to determine that these data are providing "good" information to improve the program in a timely manner and improve the CIP/DIP

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Quantitative Data Collection:**

- \* TLP data and reports,
- \*Teacher, student, parent surveys
- \*Texas Academic Performance reports
- \*Comparisons with non-TLP schools
- \*Internal Monitoring Reports
- \*Pre-post assessments
- \*Class grades and Discipline referrals

**Qualitative Data Collection:**

- \*Internal interviews with staff, administration, teachers, and students
- \*Focus groups with parents, community members, and students
- \*PEIMS reports and Observation of student activities
- \*Observation of Various TLP Meetings
- \* Review TLP staff comments and concerns
- \* Review of the CIP/DIP process
- \* Compare results with the strategic plan, strategies, and actions

The administrators will be copied on the reports generated by LCISD staff. The students' STARR/EOC benchmarks and former scores along with current year testing results will also be supplied. The LCISD staff will report more antidotal information on the professional growth of the stuff and its effects on students. The timeline is to have monthly staff/evaluator meeting to discuss ongoing evaluation along with the data and other timelines. The evaluator will engage in the following: Prepare the evaluation plan, Develop the evaluation instruments, Identify the program participants who will complete the evaluation instruments, Monitor school records data, including student grades, STAAR/EOC scores, school attendance, and disciplinary actions at the end of each school year, Review evaluation progress and results with program staff, Provide support in gathering quantitative and qualitative data on students in the program from TLP, school-based student data systems, results of internal monitoring activities, and surveys/focus groups, Analyze all gathered data from data analysis and provide recommendations for continuous program improvement, Provide "next steps" with each conclusion, Provide semi-annual reports, Provide a Final Yearly Report (FYR), Assist in completing the districts FYR, Present the evaluation results to designated parties in a timely manner, Help staff create improvement plans based on findings from internal monitoring, Assist centers in administering student, parent, and teacher surveys (primary effort for administering surveys rests with grantee), Provide an annual report, supplementing the FYR, linked to program objectives, Reporting at the basic evaluation level typically includes the following elements, Analysis of results from surveys administered by staff, Changes in outcomes over time, Data from the internal monitoring process, Demographics data, and Enrollment data. The CIP/DIP process and timelines will use the evaluator's reports for integration into these plans. This is being done so that the items found to be effective at raising staff skills are demonstrated in student achievement and increasing family involvement The evaluation will utilize formal and informal observations to assess program effectiveness within a "tiered-approach" to increase the richness of this process.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LCISD has four of its seven campuses that meet the qualifications to be in the TLP grant. These campuses are Middle School, South, North, and Central. Each of these campuses will share equally in the TLP program. Each campus will receive a laptop/tablet cart for storage / charging of the platforms, computer bags with home chargers to allow the students to have easier ability to take platforms home, access to wireless Internet cards for those student without home access, and staff development, at no charge to this grant, in Flipping the Classroom so that there is a real world reason for the students to use technology at their homes. Each of the campuses will receive wireless Internet cards in a USB design so that students without home Internet can access the web. The USB card design was selected because it will be specific to a laptop/tablet platform so that LCISD can monitor the sites accessed. Students / parents who need to use these cards will be provided with training on their use as a part of the Lending of Technology Agreement that the student, parent, and school will enter. The core content area teachers will coordinate the home lessons so that all students who need the lending platforms will have access. The goal at the end of the grant will be to have one lesson each six weeks that uses the Flipping the Classroom system. This will give the students real world practice at using technology at their home to extend the instructional day.

The campuses of Middle, South, and North are currently part of the 21CCLC grant program that has purchased iPads as a part of the afterschool programming. On these campuses this platform, along with other technology, will be made available for lending. Within the 21CCLC afterschool program we are determining if we can restart a program that in the past has use a high school based afterschool program to teach student how to work on desktop computers. LCISD from the bond election will be replacing computer labs which will provide outdated computers that the student can take parts to make a update platform that can be donated to families without technology. LCISD gives these computers to the Llano Estacado Rural Communities Foundation who in turn gives them to families that staff recommends for this program. When LCISD had replaced computer in this manner many of the students who were attending the afterschool class were members of recommended families. This will allow LCISD to close the digital divide among our sub-group student populations.

The Flipped Classroom use electronic instructional materials as a part of the day-to-day instruction. LCISD's use of this model will support the integration of these materials into the extended instructional day of the students. Also, with the various technology platforms in the teacher's room, we will promote the integration of the supplemental instructional materials provide by textbook publishers and related online resources in the regular day instruction. This will help the teachers and the students understand how access to the web can extend the instruction in the core content subject areas. This will help promote life-long learning because students will have a better understanding of how they can use the Internet to always be able to continue their obtaining of career and related knowledge.

If funded, the i3 program will provide additional funds to expand this program. The i3 does allow staff salaries and our plan is to have additional core content area coaches for each of the schools. The i3 also provides hardware which will be available for loan. This program has a strong family involvement program which will help each of the schools include the parents in the program.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**Statutory Requirement 2:** If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The portable platforms obtained from other grants and local funds at all of the campuses will be available to loan to students. LCISD will use the system developed for the TLP at the other 3 campuses of High School, Bush Middle School, and West to provide platforms to these students. These campuses are a part of the i3 grant that is under review and if funded will have access to more equipment. The teachers at the four TLP campuses will coordinate their lessons among the department so that students without technology at home will be able to access platforms. The Curriculum Department of LCISD will help with the vertical and horizontal alignment of these efforts in the core content areas. This department will also take the lead in aligning the staff development in the content areas and in Flipped Classroom so that there is a standard training system for the staff. This will also promote the effective use of the technology of each campus so that they students become proficient at using technology to extend their learning.

The use of the 21CCLC afterschool programs and replacement of computers after the bond election passing will allow an afterschool class to be started that will remanufacture computers from the retired system that can be given to needy families. The last time LCISD did this type of replacement over 50 families received computers and 18 students were trained in basic computer maintenance. One of these students became one of LCISD district computer technologists.

If funded, the i3 grant program will be used to provide hardware and related services that allows the leveraging of resources to expand the effects of the TLP grant. The hardware purchased with the i3 grant's funding will be lent to students in the manner developed for the TLP grant.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**TEA Program Requirement 1:** Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TLP aligns with LCISD mission of "Building the Future...One Student at a Time!" by providing our students with the platforms to extend their life-long learning skills by having a real world reason to use the Internet in their day-to-day instructional activities. The having a lending technology program will allow LCISD to close the digital divide among our students. This will allow LCISD teachers to engage in the Flipped Classroom model of instruction that extends the learning time of the student and helps them take more personal ownership of their education. This will promote life-long learning and help LCISD in our College and Career Readiness efforts.

By providing families through their student(s) with home access to the Internet through the equipment that will be lent; we will be able to increase the connection of the families to the school. We will have a training system that shows parents and student the acceptable use of the equipment for academic efforts. Additionally, we will have a training section that shows the parents how to connect with their student's teachers and campus administration. This will help the parents be more connected to the campuses and be more involved in their child(rens) education.

The school districts, from the development of the i3 and other consortium grant programs, have been seeking methods to use the Flipped Classroom model. This model because of the integration of technology into a home-based model to extend instruction of student aligns 100% to the goals of the TLP grant. The schools see the UDL/BYOD nature of the Flip as a method to better prepare our student in terms of College and Career Readiness. The TLP grant funding will allow each of the schools to meet the goals in their CIP/DIP related to extending student learning and parental involvement through the effective use of technology.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**TEA Program Requirement 2:** Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LCISD has four campuses of our seven that meet the basic qualifications for this program. All four of these campuses are included in the TLP grant proposal. Each of the campuses will receive a laptop cart with bags and home chargers along with support memory devices and wireless Internet USB cards. This will allow technology to be lent to students so that they can have home access to Internet, hardware, and/or system for moving materials from home-to-school.

At each of the campuses when the TLP is funded, we will determine student's needs within the core content area teachers' classrooms and periods of the day for middle school. At the elementary campuses (South, North, and Central) we will make this same determination by teacher classroom. When we have this information we will allocate the hardware based on the need of the students.

For Middle School, South, and North - because they are also 21CCLC sites - we will include 21CCLC purchased equipment in the lending program. This will allow LCISD to leverage resources. We believe that this will allow most, if not all, of the targeted students on these four campuses to have access to Internet and hardware to benefit from the Flipped Classroom model.

If funded the i3 grant equipment will also be leveraged. This will provide additional methods to assure that all students without home access to technology will have access. Further, the i3 grant uses the BYOD (Bring Your Own Device) concept which will allow staff to help students understand how their 'smart phone,' tablet, etc. can be effectively used as their access point to the web.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**TEA Program Requirement 3:** Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LCISD Curriculum Department is linking traditional instructional methods to the UDL/BYOD concept. This allows students to learn how to use their personal technology in manners that extend their ability to gain information and skills. The department is vertically and horizontally aligning the curriculum within and across the core content areas. From the Long-Range Plan for Technology 2006-2020: A Report to the 80th Texas Legislature from the Texas Education Agency LCISD created its overall focus on the integration of technology into student academic instruction. The key to success for all students is the assurance that they are all fully engaged in their learning processes and that there are opportunities in their schools, libraries, homes, and communities that stimulate and initiate this engagement. Texas faces growing challenges in meeting the needs of an increasingly diverse student population. A "one size fits all" approach to teaching and learning does not meet the educational needs and goals for all students. Texas students come from a wide variety of backgrounds and experiences. All students can benefit from the rich content, communication with peers across the world, collaboration with experts, as well as access to online instructional resources, distance learning courses, and the multiple avenues for building knowledge and skills through the use of technology. The technology brings the world to the classroom and provides graphical and other communication tools to see the world beyond current boundaries. In addition, the access and use of technology levels the playing field for all students. For example, students with special learning need benefit from specialized software, customized computer access devices, communication aids, and assistive technology. The value of educational technology to equalize the learning environment is evident. Where a student goes to school or the school's economic status, size or geographic location should not be an issue for any student. The integration of technologies into Texas schools can transform the teaching process by allowing for greater levels of interest, inquiry, analysis, collaboration, creativity and content production. Educators who take advantage of this technology in teaching and learning not only make the learning more engaging and relevant to students but prepare students to live, think, and communicate in the 21st Century. The value of educational technology in schools is dependent on the learning experiences that are brought about by teachers and students. The Texas Long Range Plan for Technology sets parameters and guidelines for new strategies involving curriculum, instruction, and assessment to strengthen the education process through the effective use of 21st Century tools for learning. All learners: • have access to relevant technologies, tools, resources and services for individualized instruction 24 hours a day/7 days a week. • use information and communication technologies to collaborate, construct knowledge and provide solutions to real-world problems and situations that are encountered. • use research-based strategies in all subject areas to improve academic achievement. • communicate effectively in a variety of formats for diverse audiences.

Within this framework LCISD developed system of integrating technology into the regular day lessons and with the i3 grant how Flipped Classroom model can extend the learning of students. The TLP will help LCISD close the digital divide and help all students learn how to use technology to have ownership of their education. This will align with the Personal Graduation Plan (PGP) that high school student are now to have by their 9th grade year. The TLP will provide the resources that student can gain the courses to graduate with the advanced degree plans.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**TEA Program Requirement 4:** Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The i3 grant proposal focused initially on the STEM (Science, Technology, Engineering, and Math) core areas. This is because there a wealth of online resources for these core content areas. In Jeff Dunn's (2012) article *The 50 Best Sources of Free STEM Education Online* <http://www.edudemic.com/the-50-best-sources-of-free-stem-education-online/> provided web-site that provided free classes, lectures, and/or tutorials. Examples of these free resources are: MIT Open Courseware: MIT offers one of the largest collections of OpenCourseWare on the web, with the vast majority covering STEM topics; Carnegie Mellon Open Learning Initiative: Head to Carnegie Mellon's OCW site for courses on STEM topics like chemistry, biology, logic, programming, and engineering; Free Science and Video Lectures Online: This blog sorts through OCW and free educational material for you, giving you instant access to the best science-related ones; LiveScience: Through LiveScience you can keep up with the latest research being done in STEM, read articles, and watch videos that will ensure you always know what's on the cutting-edge; etc. that shows the range of materials that teachers can incorporate into their lesson. Additionally, almost all to the textbook publishers have supplement materials that are online. This allows the TEKS of the textbook to be reinforced to extend student learning.

Teachers are currently using these materials within the regular day lesson to extend the learning of the students. The Flipped Classroom model takes this "sit and get" concept to one where the student must take ownership of their education in terms of seeking out suggested web-sites to expand their learning. The TLP program will allow all students regardless of current access to technology to be able to have this home-based experience.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**TEA Program Requirement 5:** Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014–December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LCISD has ongoing technology staff development from the Campus Technology Specialists, the Coordinator of Instructional Technology, and the various vendors based training system for software. LCISD send staff to TCEA (Texas Computer Education Association) conference which allows them to gain methods to more effectively use technology to extend student learning. LCISD in the i3 program is develop PLCs (Professional Learning Communities) where staff will post Exemplary lessons that integrate technology into the regular day lessons. The Flipped Classroom model has several online sources sponsored by the Flipped Learning Network <http://flippedlearning.org/site/default.aspx?PageID=1> Examples from the 2012-2013 subject-specific webinar series are: English/Language Arts originally aired October 10, 2012; Math originally aired November 14, 2012; World Languages originally aired November 14, 2012; Science originally aired January 9, 2013; Professional Development originally aired February 13, 2013; You can flip that? Non-core classes (Art, film, PE, ELL, etc) originally aired March 13, 2013; Social Studies/history originally aired April 10, 2013; and Elementary grades originally aired May 8, 2013. This combination of online, on-demand, and conference training allows our teachers to have the skills to effectively integrate the TLP program into the extend teaching.

**TEA Program Requirement 6:** Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LCISD provides a fiber backbone to each of the campuses. We are doubling the band-width coming into the campuses because of the great use of the UDL/BYOD concepts on the middle school and high school campuses. In the bond election we are requesting other cabling, switches, wireless nodes, etc. to be able to support the increasing use of the web in classroom instruction and the increasing numbers of students that are coming into our district. For the TLP program we are requesting carts so that charging and storage of the platforms is done in the most effective manner. The LCISD acceptable use policies are being expanded to include lent technology. The wireless USB cards will allow students without Internet at their homes to be able to connect to the web in a manner that LCISD can manage access in accordance with the Child Protective Act. The campus technology specialist will provide campus level support for the TLP program as a part of current duties. The TLP program will be integrated into the CIP/DIP so that the items found to be successful can be sustained.

**Schedule #17—Responses to TEA Program Requirements (cont.)****For TEA Use Only**

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County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**TEA Program Requirement 7:** Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LCISD will use USB wireless cards to provide access to students who do not have Internet at their homes. This is being done so that only a single platform is able to access the web so that LCISD can track usage in accordance with the Child Protective Act. The cards and Internet services are also e-ratable which will help in sustaining the program beyond this grant's funding. The cards will be moved among the campuses based on student need. This system will allow students in any location in LCISD attendance zone to have a high speed system to access the web.

**TEA Program Requirement 8:** Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The teachers and the campus technology specialist will provide instruction to the students on the effective use of the platforms. Additionally, the more advanced student will help instruct others student in 'tricks' that they have learned to find information on the web. The students, like the teachers, will be encouraged to make and post exemplary lesson on the use of the platforms. This will extend the Flipped Classroom model to all aspect of our program and promote student ownership of ability the skills that they need to be effective life-long learners. The TEKS related to technology are being taught at LCISD at grade appropriate levels. This provide the students with the background knowledge to use the web, platform, and Flipped Classroom model to extend their learning.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**TEA Program Requirement 9:** Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LCISD campus technology specialists will have the campus level overall management of the TLP program. The individual teachers who are having a flipped lesson will coordinate with other grade and content teachers to plan how each schedules their flipped lesson so that the equipment can be available in the most efficient manner. In October at the family kick-off event where the students, parents, teachers, and grant staff will have a program to introduce the lending program. At this meeting the presentation will be filmed so that it can be posted to the web so that parents who cannot attend can 'see' the presentation. The parents, students, and campus administrator will sign the Lending Acceptable Use Contract that provide the "Do's" "Don'ts" and TEKS related to the home use of LCISD technology. This contract will be signed before the platforms are use in day-to-day academic instruction. We will make an exception to send a platform home to allow the parents and student to watch the presentation but they will need to bring the contract back the next day. We will attempt to have this presentation at the school but want to have this option in case a time cannot be schedule with the parents. The students will bring the platform back each day and the campus technology specialist will load it to the cart for charging. The usage of several platforms will be spot checked to assure that the students and parents are using it in the manner developed in the contract. The students will be instructed on how to return the platform in the morning. If needed the campus technology specialist will go to the first class of the student(s) to collect the equipment. If any of the platforms are damaged the campus technology specialist will start the process of 'fixing' the unit.

The teachers will work with the campus technology specialist to assure that competing needs are kept to a minimum. Also, the campuses that have the 21CCLC program, will make arrangement to use iPads if they can relive the competing needs if activity web access is not needed or if the students have wireless Internet at their house but no ready access to hardware. If the i3 is funded the hardware from that program will be used to leverage resources.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**TEA Program Requirement 10:** Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The platforms are being ordered with a "we break it - you fix it" type of insurance that covers all events and damage to the equipment. This is being done because these families without technology would not have extra funds to buy insurance and/or pay for the repairs to a platform. The local policies similar to band instruments are being used for this TLP program with a modification that the Lending Technology Acceptable Use Contract outlines more details on the program and responsibilities of the parents and students. As the program progresses we will modify the procedures to make them more effective for the students and staff. When we have the number of students that need this type of access, depending of the numbers, we will use the Foundation to seek local business sponsors, community grants, and other non-traditional funding sources to purchase additional equipment with the idea that the students will "have" the equipment for the school without the need to check in and out on a daily basis. We are still in the development of this phase of getting platforms into the hand of the most needy students but it will be in addition to the platforms purchase with this grant's funds.

**TEA Program Requirement 11:** Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LCISD is currently gathering other ISDs examples of contracts that are being used for lending type programs. We will combine these examples to create a i3 consortium contract that integrates local technology acceptable use policies with the needs of lending hardware. Within the final Lending Acceptable Use Contract we will have at the grade appropriate level mastery of the Digital Citizenship strand of the TEKS along with Internet Etiquette. The Internet Etiquette will be used to help us protect the student and to help lower misuse of the technology. This will allow the Child Protective Act concept to be taught so we can help our students how to protect themselves online.

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